local, state, and national levels as "very essential" or "essential" (See **Table 7.34**).

Research for improvement. The last performance area is that of conducting and using research as a basis for problem solving and program improvement. Of those responding, 26.3 percent said it is a "very essential" performance area for the superintendency, and 43.9 percent rated it "essential" (See **Table 7.35**).

Superintendents in other AASA-sponsored studies were also asked to rank the eight performance areas (See **Table 7.36** for data and explanation).

When considering the companion studies on the AASA performance areas, an inference can be made that indicates that superintendents are becoming more concerned about professional expertise in the area of instructional and organizational leadership and a bit less concerned about financial management. Even though they are very concerned about the financing of schools, the actual day-to-day management of those funds does not seem to be an absolutely essential performance area for effective superintendents.

TABLE 7.31: AREA 5
CREATES PROGRAMS OF CONTINUOUS IMPROVEMENT AND EVALUATION OF BOTH STAFF AND PROGRAM EFFECTIVENESS AS KEYS TO STUDENT LEARNING AND DEVELOPMENT

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
VERY ESSENTIAL	82	56.6	324	53.5	331	47.7	112	45.5	849	50.2
ESSENTIAL	53	36.6	230	38.0	307	44.2	106	43.1	696	41.2
SOMEWHAT ESSENTIAL	10	6.9	47	7.8	52	7.5	27	11.0	136	8.0
ALMOST NEVER ESSENTIAL	0	0.0	5	0.8	4	0.6	1	0.4	10	0.6
NEVER ESSENTIAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	145	8.6	606	35.8	694	41.0	246	14.5	1,691	100.0

TABLE 7.32 AREA 6
MANAGES AND IS RESPONSIBLE FOR ALL SCHOOL FINANCE ISSUES OF THE SCHOOL DISTRICT

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
VERY ESSENTIAL	64	44.1	273	45.3	361	52.2	133	53.8	831	49.3
ESSENTIAL	60	41.4	261	43.4	248	35.9	86	34.8	655	38.9
SOMEWHAT ESSENTIAL	20	13.8	56	9.3	77	11.1	21	8.5	174	10.3
ALMOST NEVER ESSENTIAL	0	0.0	12	2.0	5	0.7	7	2.8	24	1.4
NEVER ESSENTIAL	1	0.7	0	0.0	0	0.0	0	0.0	1	0.1
TOTAL	145	8.6	602	35.7	691	41.0	247	14.7	1,685	100.0

TABLE 7.33 AREA 7
SKILLFULLY MANAGES SCHOOL SYSTEM OPERATIONS AND FACILITIES TO ENHANCE STUDENT LEARNING

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
VERY ESSENTIAL	74	51.0	275	45.5	326	47.0	119	48.4	794	47.0
ESSENTIAL	59	40.7	257	42.5	299	43.1	100	40.7	715	42.3
SOMEWHAT ESSENTIAL	11	7.6	63	10.4	63	9.1	22	8.9	159	9.4
ALMOST NEVER ESSENTIAL	1	0.7	10	1.7	6	0.9	5	2.0	22	1.3
NEVER ESSENTIAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	145	8.6	605	35.8	694	41.1	246	14.6	1,690	100.0

SUMMARY

Thousands of new superintendents will be prepared to lead American school districts in the 1990s. Current certification programs that now drive the content and activities of most educational administration programs will, in many cases, need to be redefined to meet new leadership and reform challenges.

Perhaps the most serious problem facing the superintendency in the 1990s is not lack of funding, relations with school boards, or pressures for accountability or reform, but is instead the creation of appropriate preparation and training programs.

It is quite clear that superintendents feel much improvement could be made in preparation programs, which is corroborated by research and the school reform press.

TABLE 7.34 AREA 2
BUILDS STRONG LOCAL, STATE, AND NATIONAL SUPPORT FOR EDUCATION

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000 24,999 PUPILS		GROUP C: 300 2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
VERY ESSENTIAL	57	39.3	223	36.8	211	30.3	80	32.4	571	33.7
ESSENTIAL	63	43.4	250	41.3	309	44.3	93	37.7	715	42.2
SOMEWHAT ESSENTIAL	22	15.2	113	18.6	158	22.7	66	26.7	359	21.2
ALMOST NEVER ESSENTIAL	3	2.1	17	2.8	19	2.7	8	3.2	47	2.8
NEVER ESSENTIAL	0	0.0	3	0.5	0	0.0	0	0.0	3	0.2
TOTAL	145	8.6	606	35.8	697	41.1	247	14.6	1,695	100.0

TABLE 7.35 AREA 8
CONDUCTS AND USES RESEARCH AS A BASIS OF PROBLEM SOLVING AND PROGRAM PLANNING

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000 24,999 PUPILS		GROUP C: 300 2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
VERY ESSENTIAL	55	37.9	164	27.1	176	25.4	49	20.0	444	26.3
ESSENTIAL	60	41.4	271	44.8	309	44.5	102	41.6	742	43.9
SOMEWHAT ESSENTIAL	29	20.0	152	25.1	181	26.1	78	31.8	440	26.1
ALMOST NEVER ESSENTIAL	1	0.7	18	3.0	25	3.6	16	6.5	60	3.6
NEVER ESSENTIAL	0	0.0	0	0.0	3	0.4	0	0.0	3	0.2
TOTAL	145	8.6	605	35.8	694	41.1	245	14.5	1,689	100.0

TABLE 7.36 IMPORTANCE OF PERFORMANCE GOAL AREAS FOR VARIOUS SAMPLE GROUPS

GROUPS	STUDY	RANK CLIMATE	RANK SUPPORT	RANK CURRICULUM	RANK INSTRUCTION	RANK EVALUATION	RANK FINANCE	RANK MANAGEMENT	RANK RESEARCH
ILLINOIS SUPERINTENDENTS	DROZONICK	2	7	5	6	3	1	4	8
NATIONAL SAMPLE OF SUPERINTENDENTS	SCLAFANI	1	7	3	6	4	2	5	8
EFFECTIVE SUPERINTENDENT SAMPLE	BURNHAM	1	7	2	3	4	5	6	8
EDUCATIONAL ADMINISTRATION PROFESSORS	SASS	1	7	2	4	3	6	5	8
TEXAS SUPERINTENDENTS	COLLIER	2	7	3	6	5	1	4	8
1992 NATIONAL SAMPLE	AASA	2	7	1	3	4	5	6	8

The above studies, completed in the 1980s, asked various groups of superintendents to rank identical sets of performance goals found in AASA's *Guidelines for the Preparation of Educational Administrators.* All preceding studies are unpublished dissertations.

District Characteristics 8

There are many differences among American school districts, ranging from size to state-mandated structures (grade configurations). For instance, Hawaii traditionally has only one statewide district; Nevada has 17 districts; while Illinois has 951, and Texas more than 1,000. Within some states, such as Florida, county school superintendents administer schools located in more than one community. In other states, intermediate school districts provide local school district supervision and technical assistance. The amount of state education department involvement also varies greatly from state to state.

Asked in *The 1992 Study of the American School Superintendency* to describe the nature of their jobs, 88.6 percent of superintendents indicated they are "general" superintendents, which implies they are chief executive officers of their districts, directly responsible to the local school boards. Only 6.4 percent indicate they serve in the role of a county superintendent, and another 2.6 percent say they are intermediate district superintendents (see **Table 8.1**).

TYPES OF SCHOOL DISTRICTS

School districts across America do not always provide comprehensive elementary through high school programs. Some districts provide only elementary services, and others serve only secondary students. However, the most common district organization is kindergarten through the 12th grade (K-12). Consequently, most superintendents serve in districts offering 13 grades of instruction.

Of superintendents sampled in 1992, a vast majority (81.1 percent) serve in K-12 districts. Just over 10 percent are superintendents in elementary districts (defined here as K-6 or K-8), and only 2.8 percent are in districts with grade spans of 7 to 12 or 9 to 12 (see **Table 8.2**).

AGE OF SUPERINTENDENTS

In AASA's 1971 and 1982 studies, the percentage of smaller districts with young superintendents was quite high. Similarly, the 1992 data show that the majority of superintendents age 45 and younger work in districts with fewer than 3,000 students enrolled.

Districts with between 1,000 and 3,000 students have a high percentage of superintendents who are older than 50, indicating that many superintendents may complete their career in districts of this size (see **Table 8.3**).

TABLE 8.1 WHICH OF THE FOLLOWING TITLES BEST DESCRIBES YOUR PRESENT POSITION?

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
GENERAL SUPERINTENDENT(CEO)	114	79.7	494	81.9	676	94.5	234	92.9	1,518	88.6
AREA OR SUBDISTRICT SUPERINTENDENT	0	0.0	5	0.8	5	0.7	1	0.4	11	0.6
COUNTY SUPERINTENDENT	12	8.4	78	12.9	17	2.4	3	1.2	110	6.4
VOCATIONAL/TECHNICAL SUPERINTENDENT	0	0.0	0	0.0	12	1.7	1	0.4	13	0.8
INTERMEDIATE UNIT SUPERINTENDENT	16	11.2	25	4.1	1	0.1	2	0.8	44	2.6
OTHER	1	0.7	1	0.2	4	0.6	11	4.4	17	1.0
TOTAL	143	8.3	603	35.2	715	41.7	252	14.7	1,713	100.0

SCHOOL REFORMS

During the 1980s, school reformers recommended various programs to make America's schools more competitive in the world and remedy some of the social ills afflicting the nation, such as crime, poverty, and a rapidly deteriorating workforce. One such program is early childhood education, which has proven in some cases to assist "at-risk" children in overcoming the effects of poverty, inadequate language skills, and other handicaps. Pioneering programs such as Head Start have led the way for the development of early childhood and prekindergarten programs.

Early Childhood Education

In the 1992 study, 52.4 percent of superintendents reported their districts sponsor prekindergarten programs. These programs were much more likely to be in place in the very large districts (enrollments greater than 25,000), which tend to have large numbers of "at-risk" children. Fewer prekindergarten programs existed in districts with smaller enrollments (see **Table 8.4**). However, during the 1990s, with additional assistance from the federal and state governments, the number of prekindergarten programs may well increase.

Day-care programs. Many parents asked their school districts to provide day-care services during the 1980s, as the number of working mothers increased and two-career families became more common.

In the 1992 study, one in four superintendents (25.7 percent) reported that day-care programs are offered in their districts (see **Table 8.5**). Again, the very large districts are more likely to have these programs than smaller districts. In more affluent districts, private child-care programs may be more common.

TABLE 8.2 WHAT GRADE LEVELS ARE INCLUDED IN YOUR DISTRICT?

GRADE LEVELS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
K OR 1-12	118	84.3	525	87.4	577	81.2	162	64.0	1,382	81.1
K OR 1-9	0	0.0	1	0.2	0	0.0	1	0.4	2	0.1
K OR 1-8	1	0.7	20	3.3	72	10.1	67	26.5	160	9.4
K OR 1-6	0	0.0	2	0.3	7	1.0	12	4.7	21	1.2
10-12	0	0.0	0	0.0	2	0.3	0	0.0	2	0.1
9-12	1	0.7	13	2.2	22	3.1	3	1.2	39	2.3
7-12	2	1.4	4	0.7	3	0.4	0	0.0	9	0.5
OTHER	17	12.1	32	5.3	22	3.1	8	3.2	79	4.6
VOCATIONAL/TECHNICAL	1	0.7	4	0.7	6	0.8	0	0.0	11	0.6
TOTAL	140	8.2	601	35.2	711	41.7	253	14.8	17.5	100.0

TABLE 8.3 SIZE OF SCHOOL DISTRICT ANALYZED BY SUPERINTENDENTS' AGE

ENROLLMENT	AGE 45 YOUNGER		AGE 46-50		AGE 51-55		AGE 56-60		AGE 61 OLDER	
	No.	%	No.	%	No.	%	No.	%	No.	%
100,000 OR MORE	0	0.0	7	1.5	5	1.2	4	1.4	3	3.0
50,000-99,999	4	0.9	8	1.7	11	2.6	14	4.8	3	3.0
25,000-49,999	13	2.9	26	5.6	22	5.3	15	5.1	9	9.0
10,000-24,999	18	4.0	53	11.4	30	7.2	31	10.5	14	14.0
5,000-9,999	38	8.5	58	12.5	67	16.1	38	12.9	11	11.0
3,000-4,999	57	12.7	65	14.0	68	16.3	45	15.3	16	16.0
1,000-2,999	109	24.3	118	25.5	101	24.2	73	24.8	25	25.0
300-999	104	23.2	83	17.9	58	13.9	38	12.9	7	7.0
300 OR FEWER	105	23.4	45	9.7	55	13.2	36	12.2	12	12.0
TOTAL	448	99.9	463	99.8	417	100.0	294	99.9	100	100.0

Given that school readiness was listed as the first of the nation's goals for education in 1991, it is likely that significant political pressure will be placed on school districts during the 1990s to provide further child-care services encompassing educational activities.

School-Business Partnerships

Another popular reform agenda item is the creation of school-business partnerships. Historically, relations between schools and the private sector have been informal. During the 1980s, many executives in the private sector complained about the quality of the emerging workforce and suggested that private businesses and schools begin to form working partnerships. These partnerships, they hoped, would improve the quality of education and better prepare high school students for entry into the world of work. In a few isolated cases, private sector organizations actually took over the operation of school programs.

With nearly half (47.1 percent) of the sampled superintendents in the 1990 study indicating their district had a school/business partnership in operation, the gap between the schools and the private sector might well be drawing much closer. Once again, the larger districts are much more likely to have partnership programs than the very small districts (see **Table 8.6**).

School Volunteers

School volunteers increasingly are used in school districts to assist the instructional programs and improve school/community relations. Most school districts are eager to have assistance in academic tutoring, extracurricular activities, and many other important tasks. Eight out of 10 school districts currently use community volunteers in the schools (see **Table 8.7**).

TABLE 8.4 DOES YOUR SCHOOL DISTRICT PROVIDE PREKINDERGARTEN EDUCATION?

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
YES	117	81.8	389	64.1	311	43.7	82	32.4	899	52.4
NO	26	18.2	218	35.9	401	56.3	171	67.6	816	47.6
TOTAL	143	8.3	607	35.4	712	41.5	253	14.8	1,715	100.0

TABLE 8.5 DOES YOUR SCHOOL DISTRICT PROVIDE CHILD/DAY-CARE?

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	NO	%	NO	%	NO	%	No.	%	No.	%
YES	88	62.0	242	40.0	103	14.4	8	3.2	441	25.7
NO	54	38.0	363	60.0	611	85.6	245	96.8	1,273	74.3
TOTAL	142	8.3	605	35.3	714	41.7	253	14.8	1,714	100.0

TABLE 8.6 DOES YOUR DISTRICT CURRENTLY HAVE A SCHOOL-BUSINESS PARTNERSHIP?

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	NO	%	NO	%	NO	%	NO	%	NO	%
YES	136	95.8	434	71.4	213	29.8	26	10.3	809	47.1
NO	6	4.2	174	28.6	502	70.2	227	89.7	909	52.9
TOTAL	142	8.3	608	35.4	715	41.6	253	14.7	1,718	100.0

TABLE 8.7 DOES YOUR DISTRICT HAVE A VOLUNTEER PROGRAM?

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	NO	%	NO	%	NO	%	NO	%	NO	%
YES	130	90.3	520	85.8	559	79.4	152	61.3	1,361	80.0
NO	14	9.7	86	14.2	145	20.6	96	38.7	341	20.0
TOTAL	144	8.5	606	35.6	704	41.4	248	14.6	1,702	100.0

CHANGING DEMOGRAPHICS

One of the most dramatic changes in America's schools in the 1970s and 1980s was in community demographics. As the baby boom came to a close in the 1960s, many school districts began suffering effects of declining enrollment. Despite a "baby boomlet" in the 1980s, some areas of the country continued to lose enrollment during the decade.

Decreasing Enrollments

Of the 1,689 superintendents responding in 1992 to this AASA survey item, 860 indicated their districts had lost enrollment since 1980. This was especially true for superintendents in very small districts with enrollments of fewer than 300. Fully 17 percent of very small districts indicated a decrease in enrollment of 25 percent or more (see **Table 8.8**).

Also, the number of districts in this smallest enrollment category grew by nearly 1,700 over the 10-year period. In short, during the 1980s, many districts in the 300 to 2,999 enrollment category dropped down to the category of fewer than 300 (Cunningham, 1982, p. 28). Many of these districts have found it increasingly difficult to maintain a comprehensive instructional program and adequate services.

Geographical distribution. The geographical distribution of responding superintendents was fairly comparable to the distribution of the general population with no one geographical area overrepresented (see **Table 8.9**).

TABLE 8.8 HOW DOES YOUR PRESENT ENROLLMENT COMPARE WITH THAT OF JANUARY 1980?

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
INCREASE OF 25% OR MORE	20	14.3	83	13.9	56	7.9	19	7.8	178	10.5
INCREASE OF 20 TO 24%	9	6.4	26	4.3	25	3.5	10	4.1	70	4.1
INCREASE OF 15 TO 19%	6	4.3	18	3.0	28	4.0	8	3.3	60	3.6
INCREASE OF 10 TO 14%	15	10.7	40	6.7	57	8.1	8	3.3	120	7.1
INCREASE OF 5 TO 9%	12	8.6	58	9.7	60	8.5	15	6.1	145	8.6
INCREASE OF LESS THAN 5%	19	13.6	101	16.9	98	13.9	38	15.5	256	15.2
DECREASE OF 25% OR MORE	6	4.3	36	6.0	61	8.7	42	17.1	145	8.6
DECREASE OF 20 TO 24%	11	7.9	40	6.7	45	6.4	12	4.9	108	6.4
DECREASE OF 15 TO 19%	8	5.7	40	6.7	67	9.5	16	6.5	131	7.8
DECREASE OF 10 TO 14%	10	7.1	66	11.0	87	12.3	31	12.7	194	11.5
DECREASE OF 5 TO 9%	24	17.1	91	15.2	121	17.2	46	18.8	282	16.7
TOTAL	140	8.3	599	35.5	705	41.7	245	14.5	1,689	100.0

TABLE 8.9 IN WHICH GEOGRAPHICAL REGION IS YOUR SCHOOL DISTRICT LOCATED?

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
NEW ENGLAND	5	3.4	52	8.5	114	16.0	5	2.0	176	10.2
ROCKY MOUNTAINS	7	408.0	15	2.5	32	4.5	40	15.9	94	5.5
SOUTHEAST	41	28.3	113	18.6	53	7.4	4	1.6	211	12.3
GREAT LAKES	17	11.7	139	22.8	140	19.6	25	9.9	321	18.7
MIDEAST	16	11.0	75	12.3	82	11.5	21	8.3	194	11.3
SOUTHWEST	27	18.6	65	10.7	66	9.3	27	10.7	185	10.8
PLAINS	6	4.1	40	6.6	118	16.5	68	27.0	232	13.5
FAR WEST	20	13.8	83	13.6	72	10.1	55	21.8	230	13.4
ALASKA	3	2.1	6	1.0	12	1.7	4	1.6	25	1.5
OTHER	3	2.1	21	3.4	24	3.4	3	1.2	51	3.0
TOTAL	145	8.4	609	35.4	713	41.5	252	14.7	1,719	100.0

Total school population. Nearly half (46.4 percent) of reporting school districts are located in communities of fewer than 10,000 in general population. This fits well with other study data indicating the presence of many very small districts in small communities across the nation. The superintendents responding from districts in communities with populations of more than 200,000 constitute only 5.4 percent of the sample, but serve a majority of the nation's school children (see **Table 8.10**).

An important question. Are superintendents being adequately prepared to administer both the very large and the very small districts? The lack of fit between the number and size of school districts and the distribution of schools and the general population might be an important issue on the school reform agenda during the 1990s.

CENTRAL OFFICE ADMINISTRATORS

The number of central office administrators has increased during the past 10 years. This study shows, moreover, that more superintendents served in central office positions before obtaining a superintendency. The increasing complexity of district management has made the creation of central office administrative positions a necessity in most districts. For instance, legal requirements related to personnel have made it necessary for many districts to have a personnel administrator. The same is true for finance, budget, and other areas, such as communications, curriculum, and instruction.

Number of Central Office Personnel

The survey data indicate quite predictably there are more central office administrators in larger districts than in smaller ones (see **Table 8.12**). A typical district of 3,000 students has two or three central office administrators, including assistant superintendents for finance, personnel, and instruction. Smaller districts generally do not have a second central office administrator until they reach perhaps an enrollment of 1,000 students; indeed, 79.3 percent of school superintendents from districts with fewer than 300 pupils said they have no central office personnel.

Women and Minorities

Women are slightly more likely than men to gain administrative experience through central office positions (See **Table 8.13**). In fact, as noted in the 1982

TABLE 8.10 THE TOTAL (ALL AGES) POPULATION OF SUPERINTENDENTS' SCHOOL DISTRICT

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No	%	No	%	No	%	No	%	No	%
200,000 AND ABOVE	78	54.5	13	2.1	2	0.3	0	0.0	93	5.4
100,000 TO 199,999	30	21.0	41	6.7	9	1.3	1	0.4	81	4.7
50,000 TO 99,999	14	9.8	147	24.2	9	1.3	0	0.0	170	9.9
30,000 TO 49,999	12	8.4	152	25.0	19	2.7	2	0.8	185	10.8
10,000 TO 29,999	8	5.6	201	33.1	180	25.3	1	0.4	390	22.8
2,500 TO 9,999	1	0.7	52	8.6	358	50.4	21	8.3	432	25.2
FEWER THAN 2,500	0	0.0	2	0.3	134	18.8	227	90.1	363	21.2
TOTAL	143	8.3	608	35.5	711	41.5	252	14.7	1,714	100.0

TABLE 8.11 WHICH OF THE FOLLOWING BEST DESCRIBES YOUR SCHOOL DISTRICT?

	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No	%	No	%	No	%	No	%	No	%
MAJOR URBAN CENTER	56	39.7	7	1.2	2	0.3	1	0.4	66	3.9
CITY DISTRICT	39	27.7	80	13.3	8	1.1	1	0.4	128	7.5
SUBURBAN	29	20.6	277	45.9	143	20.2	19	7.6	468	27.5
RURAL	17	12.1	239	39.6	556	78.4	230	91.6	1,042	61.2
TOTAL	141	8.3	603	35.4	709	41.6	251	14.7	1,704	100.0

study, women and minority superintendents often have an added career stop before the superintendency (Cunningham, 1982). Women, in fact, are more likely than men to bypass a principalship in reaching the superintendency. The 1992 study indicates that women are much better represented in central office administrative positions than in the superintendency. Whether this factor will result in more women entering the superintendency during the next decade is a question that needs further study.

The racial composition of central office administrators is consistent with the superintendency, as shown in **Table 8.14**. Black central office administrators are found in greater numbers and percentages in larger school districts (see **Table 8.15**). The number of Hispanic central office administrators is quite small, except in a few districts with large numbers of Hispanic children (see **Table 8.16**). Both Hispanics and blacks, as well as other ethnic/racial groups, are seriously underrepresented in the central office administrative positions, as they are in the superintendency.

Active recruitment and hiring of women and minority central office administrators will be essential if proportional representation of these groups is to be attained. It is from these ranks that superintendents emerge.

CHAIN OF COMMAND

Superintendents face extensive demands to spend time in the community, with the board, in the schools with principals and teachers, and with state/local educational agency personnel. They often have little time to supervise central office administrators directly, though supervision of these administrators is a necessary part of district management. The 1992 data indicate that superintendents directly supervise more administrators than the typical CEO in the private sector (Glaub, 1988). More than 30 percent indicated they supervise more than 10 people. This is especially true in districts in the two medium enrollment

TABLE 8.12 NUMBER OF CENTRAL OFFICE ADMINISTRATORS

No. OF CENTRAL OFFICE ADMINISTRATORS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
0	0	0.0	5	0.8	257	36.2	195	79.3	457	27.0
1-5	11	8.4	290	48.0	436	61.5	51	20.7	788	46.6
6-10	21	16.0	174	28.8	12	1.7	0	0.0	207	12.2
11-15	9	6.9	60	9.9	1	0.1	0	0.0	70	4.1
16-20	9	6.9	25	4.1	3	0.4	0	0.0	37	2.2
21-25	5	3.8	15	2.5	0	0.0	0	0.0	20	1.2
26 OR MORE	76	58.0	35	5.8	0	0.0	0	0.0	111	6.6
TOTAL	131	7.8	604	35.7	709	42.0	246	14.6	1,690	100.0

TABLE 8.13 NUMBER OF FEMALE CENTRAL OFFICE ADMINISTRATORS

No. OF CENTRAL OFFICE ADMINISTRATORS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
0	7	5.4	106	17.7	420	63.4	200	87.3	733	45.2
1-5	33	25.6	399	66.5	240	36.3	29	12.7	701	43.3
6-10	15	11.6	58	9.7	2	0.3	0	0.0	75	4.6
11-15	14	10.9	20	3.3	0	0.0	0	0.0	34	2.1
16-20	9	7.0	10	1.7	0	0.0	0	0.0	19	1.2
21-25	7	5.4	4	0.7	0	0.0	0	0.0	11	0.7
26 OR MORE	44	34.1	3	0.5	0	0.0	0	0.0	47	2.9
TOTAL	129	8.0	600	37.0	662	40.9	229	14.1	1,620	100.0

ranges of 300 to 2,999 and 3,000 to 24,999 (see **Table 8.17**).

Collective Bargaining

An example of a demand on a superintendent's time is in collective bargaining negotiations. In the 1971 and 1982 studies, superintendents said they committed more time to this area than did those surveyed in 1990. The new findings suggest that collective negotiations may have become a more routine management function.

Superintendents in smaller districts more often negotiate directly with teachers or assist a board member in negotiations (see **Table 8.18**). Of the respondents in the 1992 survey, 29.6 percent indicated they served as chief negotiator for the district in negotiations with teacher unions/associations. This practice is probably true for superintendents in districts not responding to the survey. Most experts in labor-management relations would not recommend such a practice, nor would they encourage lay board members to negotiate, as they do in 19.2 percent of the sampled districts. Again, board members in smaller districts negotiate with teachers much more often than in large

TABLE 8.14 NUMBER OF WHITE CENTRAL OFFICE ADMINISTRATORS

No. OF CENTRAL OFFICE ADMINISTRATORS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000 24,999 PUPILS		GROUP C: 300 2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-5	18	15.3	298	53.6	415	97.0	49	100.0	780	67.8
6-10	16	13.6	151	27.2	9	2.1	0	0.0	176	15.3
11-15	9	7.6	58	10.4	2	0.5	0	0.0	69	6.0
16-20	9	7.6	22	4.0	2	0.5	0	0.0	33	2.9
21-25	6	5.1	7	1.3	0	0.0	0	0.0	13	1.1
26 OR MORE	60	50.8	20	3.6	0	0.0	0	0.0	80	7.0
TOTAL	118	10.3	556	48.3	428	37.2	49	4.3	1,151	100.0

TABLE 8.15 NUMBER OF BLACK CENTRAL OFFICE ADMINISTRATORS

No. OF CENTRAL OFFICE ADMINISTRATORS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000 24,999 PUPILS		GROUP C: 300 2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-5	36	41.9	124	89.2	22	100.0	0	0.0	182	73.7
6-10	15	17.4	10	7.2	0	0.0	0	0.0	25	10.1
11-15	6	7.0	1	0.7	0	0.0	0	0.0	7	2.8
16-20	6	7.0	2	1.4	0	0.0	0	0.0	8	3.2
21-25	4	4.7	2	1.4	0	0.0	0	0.0	6	2.4
26 OR MORE	19	22.1	0	0.0	0	0.0	0	0.0	19	7.7
TOTAL	86	34.8	139	56.3	22	8.9	0	0.0	247	100.0

TABLE 8.16 NUMBER OF HISPANIC CENTRAL OFFICE ADMINISTRATORS

No. OF CENTRAL OFFICE ADMINISTRATORS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000 24,999 PUPILS		GROUP C: 300 2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-5	38	74.5	45	84.9	5	83.3	2	100.0	90	80.4
6-10	3	5.9	4	7.5	1	16.7	0	0.0	8	7.1
11-15	4	7.8	0	0.0	0	0.0	0	0.0	4	3.6
16-20	3	5.9	2	3.8	0	0.0	0	0.0	5	4.5
21-25	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
26 OR MORE	3	5.9	2	3.8	0	0.0	0	0.0	5	4.5
TOTAL	51	45.5	53	47.3	6	5.4	2	1.8	112	100.0

er districts. It is possible that many superintendents, especially in smaller districts, do not have significant funds available to contract for collective bargaining services. Also, the lack of central office staff in small districts precludes the possibility of delegation. Therefore, the superintendent or a board member negotiates with the teachers. This very important task takes a great deal of time and surely creates a time management problem for superintendents.

The younger superintendents were found to be negotiating directly with the teachers more frequently than older groups (See **Table 8.19**). The reason for this situation is unclear. Speculation is that perhaps more members of the younger group are trying to

TABLE 8.17 HOW MANY STAFF MEMBERS REPORT DIRECTLY TO SUPERINTENDENT?

NO. OF STAFF MEMBERS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000 24,999 PUPILS		GROUP C: 300 2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
0	1	0.7	0	0.0	4	0.6	4	1.8	9	0.5
1-5	37	26.6	241	40.1	221	32.0	42	18.6	541	32.6
6-10	71	51.1	182	30.3	311	45.0	32	14.2	596	36.0
11-15	19	13.7	95	15.8	66	9.6	29	12.8	209	12.6
16-20	6	4.3	40	6.7	20	2.9	40	17.7	106	6.4
21-25	3	2.2	23	3.8	6	0.9	30	13.3	62	3.7
26 OR MORE	2	1.4	20	3.3	63	9.1	49	21.7	134	8.1
TOTAL	139	8.4	601	36.3	691	41.7	226	13.6	1657	100.0

TABLE 8.18 WHO SERVES AS THE CHIEF NEGOTIATOR FOR DISTRICT'S COLLECTIVE BARGAINING AGREEMENT WITH THE TEACHERS?

POSITION	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000 24,999 PUPILS		GROUP C: 300 2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
SUPERINTENDENT	17	11.9	136	23.2	257	36.4	87	35.4	497	29.6
PROFESSIONAL NEGOTIATOR FROM OUTSIDE	20	14.0	116	19.8	146	20.7	11	4.5	293	17.4
BOARD MEMBER	2	1.4	35	6.0	167	23.7	119	48.4	323	19.2
PROFESSIONAL NEGOTIATOR FROM INSIDE	68	47.6	149	25.5	29	4.1	3	1.2	249	14.8
BOARD ATTORNEY	5	3.5	84	14.4	77	10.9	7	2.8	173	10.3
NO CONTRACT	31	21.7	78	13.3	50	7.1	26	10.6	185	11.0
TOTAL	143	8.5	598	34.8	726	42.0	253	14.6	1,720	100.0

TABLE 8.19 WHO SERVES AS CHIEF NEGOTIATOR WITH TEACHERS, ANALYZED BY AGE

POSITION	AGE 45 YOUNGER		AGE 46-50		AGE 51-55		AGE 56-60		AGE 61 OLDER	
	No.	%	No.	%	No.	%	No.	%	No.	%
SUPERINTENDENT	172	38.9	134	29.7	103	25.5	67	23.3	23	23.0
PROFFESSIONAL NEGOTIATOR OUTSIDE	59	13.3	82	18.2	79	19.6	52	18.1	19	19.0
BOARD MEMBER	90	20.4	72	16.0	65	16.1	62	21.5	14	14.0
PROFFESSIONAL NEGOTIATOR INSIDE	40	9.0	71	15.7	64	15.8	54	18.8	19	19.0
BOARD ATTORNEY	40	9.0	48	10.6	36	8.9	25	8.7	9	9.0
NO CONTRACT	41	9.3	44	9.8	57	14.1	28	9.7	16	16.0
TOTAL	442	99.9	451	100.0	404	100.0	288	100.1	100	100.0

move their districts away from traditional labor/ management bargaining models that are adversarial in nature. Another guess is that many younger superintendents might be in smaller districts where the boards do not wish to expend funds for hiring a professional negotiator.

DISTRICT SCHOOL BOARD CHARACTERISTICS

Superintendents and other administrators express great interest in the characteristics of school boards analyzed in the 10-year studies of the American superintendency. However, the amount of information collected is not extensive, and those with interest in school board demographics should refer to research published by the National School Boards Association and its state affiliates.

Elected or appointed. Nearly all school boards in the nation are elected, with the percentage the same since the 1982 study. Fewer than four percent of board members are appointed, though many very large urban districts have appointed boards.

Size. School boards nationwide generally have five or seven members. The 1982 study found that the average board size was 6.4, also true in 1992.

Tenure. In 1982 the average school board member served 5.4 years. In 1992, school board members are again serving about five years on the average. Three to six years in board tenure was given as a response from 48.6 percent of superintendents. In 20.4 percent of the districts, average terms were less than three years and about one in five districts have board members with an average of between six and nine years of service (see **Table 8.20**).

Turnover. Rapid turnover among board members has made continuity in policymaking and management difficult. The orientation and training of board members is an important task that is made even more difficult by frequent transitions. In addition, superintendents are hired directly by school board members. Superintendents with multi-year contracts might find themselves with a new board after the first or second year in a district, making a good board/administration team especially challenging. The data seem to indicate that only about one in five board members serves a full two terms.

Women and Minorities on School Boards

Given that most boards have five to seven members, the data in **Tables 8.21-8.23** indicate that most board members in 1992, as in 1982, are white males.

About 40 percent of school board members nationally are women (Cameron, 1988). This figure was reported in the 10th annual survey of school board members by the National School Boards Association. The data from the 1992 survey indicate this to be a bit high. The 1992 and 1982 studies indicated that of a seven-member board, typically four or five members were males (Cunningham, p. 85).

Very few minorities are currently found on school boards in the United States (see **Tables 8.24-8.27**). Yet, minorities comprised about 27 percent of U.S. elementary and secondary students in 1990, according to data released by the U.S. Department of Education in 1992. Furthermore, it is projected that minority students will comprise at least a third of public school enrollments by the year 2000. The lack of minority school board members is an important problem for the nation's schools, as is the shortage of minority teachers and administrators.

TABLE 8.20 AVERAGE LENGTH OF SERVICE OF PRESENT BOARD MEMBERS

YEARS OF SERVICE	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE	
	No.	%	No.	%	No.	%	No.	%	No.	%
0 - 3 YEARS	24	16.9	118	19.5	140	19.8	64	25.8	346	20.4
3.1 - 6 YEARS	67	47.2	271	44.9	370	52.4	119	48.0	827	48.6
6.1 - 9 YEARS	33	23.2	132	21.9	136	19.3	40	16.1	341	20.1
9.1 OR MORE YEARS	18	12.7	83	13.7	60	8.5	25	10.1	186	10.9
TOTAL	142	8.4	604	35.5	706	41.5	248	14.6	1,700	100.0

TABLE 8.21 NUMBER OF WHITE BOARD MEMBERS

NO. OF WHITE MEMBERS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000 24,999 PUPILS		GROUP C: 300 2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE
	No.	%	No.	%	No.	%	No.	%	No.
1	2	1.4	6	1.0	2	0.3	2	0.8	12
2	3	2.1	8	1.3	6	0.8	0	0.0	17
3	9	6.3	23	3.8	6	0.8	16	6.5	54
4	27	19.0	50	8.3	37	5.2	12	4.8	126
5	38	26.8	197	32.8	230	32.5	114	46.0	579
6	14	9.9	71	11.8	58	8.2	38	15.3	181
7 OR MORE	49	34.5	246	40.9	368	52.1	66	26.6	729
TOTAL	142	8.4	601	35.4	707	41.6	248	14.6	1,698

TABLE 8.22 NUMBER OF MALE BOARD MEMBERS

NO. OF MALE BOARD MEMBERS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000 24,999 PUPILS		GROUP C: 300 2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE
	No.	%	No.	%	No.	%	No.	%	No.
0	0	0.0	1	0.2	0	0.0	1	0.4	2
1	3	20.1	8	1.3	9	1.3	10	4.0	30
2	21	14.7	48	7.9	44	6.2	24	9.5	137
3	25	17.5	99	16.3	92	12.9	48	19.0	264
4	37	25.9	174	28.7	188	26.4	69	27.3	468
5	21	14.7	127	20.9	150	21.1	53	20.9	351
6	13	9.1	88	14.5	113	15.9	30	11.9	244
7 OR MORE	23	16.1	62	10.2	115	16.2	18	7.1	218
TOTAL	143	8.3	607	35.4	711	41.5	253	14.8	1,714

TABLE 8.23 NUMBER OF FEMALE BOARD MEMBERS

NO. OF FEMALE BOARD MEMBERS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000 24,999 PUPILS		GROUP C: 300 2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE
	No.	%	No.	%	No.	%	No.	%	No.
0	0	0.0	28	4.7	64	9.2	37	15.9	129
1	14	10.0	174	29.5	225	32.4	79	33.9	492
2	36	25.7	171	29.0	171	24.6	62	26.6	440
3	43	30.7	117	19.8	123	17.7	39	16.7	322
4	22	15.7	62	10.5	32	4.6	12	5.2	128
5	14	10.0	21	3.6	25	3.6	2	0.9	62
6	7	5.0	6	1.0	9	1.3	0	0.0	22
7 OR MORE	4	2.9	11	1.9	45	6.5	2	0.9	62
TOTAL	140	8.4	590	35.6	694	41.9	233	14.1	1,657

TABLE 8.24 NUMBER OF BLACK BOARD MEMBERS

NO.R OF BLACK BOARD MEMBERS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE
	No.	%	No.	%	No.	%	No.	%	No.
1	33	40.7	79	59.0	42	80.8	1	33.3	155
2	23	28.4	27	20.1	7	13.5	1	33.3	58
3	14	17.3	14	10.4	1	1.9	0	0.0	29
4	4	4.9	9	6.7	1	1.9	0	0.0	14
5	4	4.9	2	1.5	1	1.9	1	33.3	8
6	3	3.7	1	0.7	0	0.0	0	0.0	4
7 OR MORE	0	0.0	2	1.5	0	0.0	0	0.0	2
TOTAL	81	30.0	134	49.6	52	19.3	3	1.1	270

TABLE 8.25 NUMBER OF HISPANIC BOARD MEMBERS

NO. OF HISPANIC BOARD MEMBERS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE
	No.	%	No.	%	No.	%	No.	%	No.
1	22	66.7	42	75.0	9	47.4	7	63.6	80
2	8	24.2	6	10.7	7	36.8	3	27.3	24
3	1	3.0	4	7.1	1	5.3	0	0.0	6
4	1	3.0	1	1.8	1	5.3	1	9.1	4
5	1	3.0	2	3.6	1	5.3	0	0.0	4
6	0	0.0	1	1.8	0	0.0	0	0.0	1
7 OR MORE	0	0.0	0	0.0	0	0.0	0	0.0	0
TOTAL	33	27.7	56	47.1	19	16.0	11	9.2	119

TABLE 8.26 NUMBER OF ASIAN BOARD MEMBERS

NO. OF ASIAN BOARD MEMBERS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE
	No.	%	No.	%	No.	%	No.	%	No.
1	8	100	9	100	3	100.0	2	100.0	22
2	0	0.0	0	0.0	0	0.0	0	0.0	0
3	0	0.0	0	0.0	0	0.0	0	0.0	0
4	0	0.0	0	0.0	0	0.0	0	0.0	0
5	0	0.0	0	0.0	0	0.0	0	0.0	0
6	0	0.0	0	0.0	0	0.0	0	0.0	0
7 OR MORE	0	0.0	0	0.0	0	0.0	0	0.0	0
TOTAL	8	36.4	9	40.9	3	13.6	2	9.1	22

TABLE 8.27 NUMBER OF NATIVE AMERICAN BOARD MEMBERS

NO. OF NATIVE AMERICAN BOARD MEMBERS	GROUP A: 25,000 OR MORE PUPILS		GROUP B: 3,000-24,999 PUPILS		GROUP C: 300-2,999 PUPILS		GROUP D: FEWER THAN 300 PUPILS		NATIONAL UNWEIGHTED PROFILE
	No.	%	No.	%	No.	%	No.	%	No.
1	0	0.0	5	55.6	8	72.7	4	57.1	17
2	0	0.0	1	11.1	0	0.0	0	0.0	1
3	0	0.0	0	0.0	1	9.1	0	0.0	1
4	0	0.0	1	11.1	0	0.0	0	0.0	1
5	0	0.0	1	11.1	1	9.1	2	28.6	4
6	0	0.0	0	0.0	0	0.0	1	14.3	1
7 OR MORE	0	0.0	1	11.1	1	9.1	0	0.0	2
TOTAL	0	0.0	9	33.3	11	40.7	7	25.9	27

Conclusion

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Public pressure on superintendents and their boards of education for accountability is likely to increase in the 1990s. While most Americans agree that schools need to be reformed and improved, there is no consensus on how this should be accomplished. This poses a problem and opportunity for the nation's school superintendents: Since there is no agreed-upon path or formula for national school reform, solutions may well be developed or chosen at the local level.

EXPERIENCE AND TRAINING

The current corps of superintendents is experienced, with more academic training than ever before and considerable years of experience as superintendents. A greater number of them than in the past have experience in specialized central office positions, as well as at the principalship level. The data indicate they also are sensitive to community input, and place great value on curriculum and instructional program development. Thousands of superintendents are willing and able to provide leadership in education improvement, if they are allowed to do so. However, scarce resources, community pressure, organization size, and an unclear mission are common (but not insurmountable) impediments to change.

Prepare for the Future

The current experienced corps of superintendents may not still be working in 2000. Thus, the training and preparation of superintendents for the 21st century is a critical undertaking. Unfortunately, superintendent preparation is getting very little attention at either the national or state levels. States have made little progress toward establishing certification and training programs that address 21st century leadership concerns. Universities, in which most of the academic preparation is provided, are underfunded and mired in an outdated format of professional preparation based on semester hours of classroom experience.

Superintendents responding to the survey for *The 1992 Study of the American School Superintendency* were very clear in their opinions concerning the necessity of quality preparation for the superintendency. They also indicated they were very interested in mentoring new superintendents or those aspiring to be superintendents. They are concerned about the quality of university programs and think they could be greatly improved.

DEDICATED LEADERS

Perhaps one of the most instructive lessons to learn from the 1992 10-year study is how superintendents prioritize the performance areas of the superintendency. Superintendents (especially in larger districts) are much more interested in executive leadership than outright management. They indicate that the establishment of organizational climate is an important part of their responsibilities, along with providing the very best curriculum and instruction programs. They said that management tasks concerning budget, finance, and facilities were important, but should not be the highest priority.

Superintendents of small districts felt more pressed to perform management tasks on a daily basis. Superintendents in larger districts leaned much more toward executive leadership. The existence of thousands of very small districts may well be a problem in the future, as superintendents are constantly overwhelmed with day-to-day management tasks and do not have time for leadership in strategic planning, curriculum, and instruction. It is quite possible that the leadership of American schools could be greatly improved by the consolidation of thousands of small school districts. This would mean that fewer administrators would need to be prepared for the superintendency and additional resources could be expended by local districts as well as states in preparing and certifying education executives.

UNEQUAL OPPORTUNITIES

The study also shows that women and minorities are underrepresented in the American school superintendency. This is a serious problem, but one with clear antecedents. The existence of role stereotyping in past generations has discouraged or prevented many women from regaining the majority in educational administration they often enjoyed before World War II. Racial discrimination has kept minorities out of the superintendency, except in districts with large numbers of minority students and minority members on boards of education. Policymakers must take decisive action to ensure that qualified women and minorities are encouraged and allowed to take the helm in all types of school districts.

TEAM LEADERS

Finally, the role of an executive leader is to be able to visualize where his or her organization is headed. Superintendents must have a vision for the public school within the context of American society in the 21st century. He or she must be able to lead board members, staff, and the community toward that vision of the future through consensus-building activities. The education of America's most precious asset, its children, must be led by the very best of the educational profession. It is this group's responsibility to lead the effort to regain for children and education the priority of the nation's resources.

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